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ABSTRACT

Professional development is frequently undertaken as an activity to be done to teachers rather than in collaboration with them; designed to make teachers more effective, with the assumption that they are currently deficient; communicates ideas with an air of expertise and a messianic quality; and assumes universally effective teaching practice that is readily transferable and teacher-proof. This paper examines the effects of an alternatively constructed professional development community through the phenomenological perspective of participants. It advances a series of arguments toward larger purposes for professional development: (1) typical professional development strategies have taken on the quality of sanctified tradition in schools, without meaningfully incorporating existing scholarship or thoughtful reflection upon past practice; (2) professional development that addresses four critical knowledge bases (content, pedagogy, pedagogical-content, and self knowledge) over an extended period of time can serve as a meaningful alternative to the one-shot workshop traditionally sanctified; and (3) such an approach allows teachers to derive individualized meanings and renewed direction for their professional work, and with that, an expanding sense of self. (Contains 2 tables and 39 references.) (BT)

Professional Development, Global Pedagogy, and Potential:

Examining an alternative approach

to the episodic workshop

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RUNNING HEAD: Professional Development

Introduction

New teachers in a large urban school district recently attended a professional development workshop, not unlike many that occur around the United States. This one-day session was designed to "show new teachers the ropes" within this large urban system. Teachers were told how to write lesson plans with measurable objectives, how to keep order in their rooms through cooperative discipline strategies, how to best prepare their students to succeed on the high-stakes assessments, and how to abide by their legal rights and responsibilities in the classroom. A litany of overheads, handouts, directives, and a discouraging absence of conversation characterized this new teacher in-service. According to the district, they planned to "process" 1000 new teachers in groups of 20 over the next six months, a staggering undertaking.

I left this one-day seminar wondering about the assumptions related to professional development as it is typically conveyed. Professional development is frequently undertaken as an activity to be *done* to teachers rather than *in collaboration with* them; designed to make teachers more effective, with the assumption that they are currently deficient; communicates ideas with an air of expertise and a messianic quality; and assumes universally effective teaching practice that is readily transferable and "teacher-proof". This large urban school system was also implicitly communicating to these novice teachers that good teaching is didactic, formulaic, and passive. One can only hope that what was being *done* to them throughout this "processing" would be put into a more appropriate perspective by each teacher.

The purpose of this paper is to examine the effects of an alternatively constructed professional development opportunity through the phenomenological perspective of participants. A series of arguments will be advanced towards this larger purpose: (1) typical professional development strategies have taken on the quality of sanctified tradition in schools, without meaningfully incorporating existing scholarship or thoughtful reflection upon past practice; (2) professional development that addresses four critical knowledge bases (content, pedagogy,

pedagogical-content, and self knowledge) over an extended period of time can serve as a meaningful alternative to the one-shot workshop traditionally sanctified; and (3) such an approach allows teachers to derive individualized meanings and renewed direction for their professional work, and with that, an expanding sense of self.

Professional development, particularly of the in-service or workshop variety, is a ubiquitous phenomenon in education. Semantic variations, including staff development, in-service, workshop, and institutes, abound. Preferring an inclusive definition as a foundation for the work examined herein, I cite Griffin's (1983) conceptualization: "Staff development is any systematic attempt to alter the professional practices, beliefs, and understandings of school persons towards an articulated end" (p. 2). While the nomenclature[1] and emphasis change temporally and geographically, the vehicle by which in-service is offered to teachers is remarkably homogenous: expert presentation/exhortation, sample activities/lessons, and an assumption that implementation can and will occur.

The Problem:

Genuflecting to Episodic Professional Development to Reform Again, and Again, and Again

In-service has achieved the status of sanctified tradition in schools. Traditions share certain characteristics, among others: repetition, self-validation, and revered importance. According to Foucault (1972), "Tradition enables us to isolate the new against a background of permanence, and to transfer its merit to originality, to genius, to the decisions proper to individuals" (p.3). When phenomenon occur with regularity, with reference to similar events in the past, and with an implicit acquiescence to the correctness of the act, we become bound up in the process of sanctifying a process on the grounds of its origins rather than its contemporary effects. Foucault suggests skepticism as an alternative: "We must question those ready-made syntheses, those groupings that we normally accept before any examination, those links whose

[1] Professional development, in-service, institute, and workshop are used interchangeably in this paper.

validity is recognised [*sic*] from the outset; we must oust those forms and obscure forces by which we usually link the discourse of one man with that of another; they must be driven out from the darkness in which they reign" (p. 3).

Professional development, as it is typically instituted, operates under a code of sanctified tradition shrouded in darkness. Districts pour money, human resources, materials, and vast amounts of energy into this ongoing project with little understanding as to how it may affect teachers, scarce empirical research to support their professional development choices, and virtually no evidence about the influence upon student achievement. What sustains the one-shot in-service variety professional development, then, is an unfounded belief in its efficacy, deriving from an affiliation with a "background of permanence" and importance.

Traditional one-shot workshop professional development opportunities continue to dominate the field (McCuthen & Berninger, 1999; Richardson, 1994). Despite their ubiquitous quality, they have generally failed to transform the professional lives of teachers (Richardson, 1996). While teachers may feel excited about an episodic in-service experience, research indicates that this model does not promoting long-term professional change (Goldenberg & Gallimore, 1991; Howey &Vaughan, 1983; Placier & Hamilton, 1994). Why? Fenstermacher argues that, "Staff development...is seldom viewed as the acquisition of abilities or capacities that enable a teacher to teach himself," and as such, is a pedagogical dead end (Fenstermacher, 1994, p.36). And yet, despite compelling evidence to the contrary, the tradition of one-shot episodes of professional development is perpetuated.

The sanctification of traditional professional development is not unlike other dimensions of doctrinal thinking (Kazepides, 1989). Walsh-Bowers (1999) examines the Biblical attributes of the Publication Manual of the American Psychological Association, as it codifies accepted research processes, inventing a powerful "conventional wisdom" that is obediently received by a new generation of scholars (p. 387). The APA has the force of canonical text among scholars,

according to Walsh-Bowers, articulating laws of uncertain origin and ethereal dimension. White (1989) describes the induction of new teachers in a similar vein, as "the teaching profession must find a way to ensure that its version of reality and...its fundamental tenets will be transmitted and accepted without question" (p. 178). Teachers in preparation are compelled to endure rites of passage, including separation, transition, and incorporation, so that they can be imbued with the unexamined beliefs of their peers.

Education is mired in reform after reform after reform, a spiral of repetitive redux (Cuban, 1990). "Since nobody listens, we have to keep going back and begin again" (p. 12). Traditional professional development is both an *illustration of* and *contributor to* this cyclical trend. In the former, despite evidence to the contrary, professional development continues to be undertaken in its least effective forms: short-term in-service that is not content specific, without follow up support, focused on technical activity that fails to recognize the professional development needs and goals of the teacher (Porter et al., 2000). Traditional in-service also *contributes to* the cycle of repetitive reform as it is used as the most efficient means to implement new ideas. In short, take a group of teachers, give them a technique or idea to use, exhort and persuade them, and watch pedagogical change occur...or not.

Teaching has traditionally been viewed as a technical exercise that can be improved with repeated training opportunities. What is sacrificed in this mode of professional development, however, is an honest recognition of the complexity of teaching and learning and the uncertainty that thoughtful people share about pedagogy. The notion that teaching is a highly complex, socially situated activity that requires great intellectual energy is ignored, or even disparaged, as the workshop is portrayed as the elixir that can fix all that ails the teacher and the field. Teacher agency to uniquely shape curricula, a richer understanding of contextual factors that affect her work, and, most importantly, a portrayal of the classroom as a complex site of negotiated

relationships is supplanted by the rote, mundane, and fix-it workshop that most teachers come to dread.

What if teachers were given an opportunity to have extended dialogues about their practice related to a particular curriculum area? What if they were encouraged to engage in dialogue within and beyond the professional development opportunity? What if their experiences in classrooms were not viewed as deficiencies to be corrected but as opportunities for sharing and future learning? What if teachers were encouraged to participate in professional development for the months and years that followed an episodic workshop? These questions guided the development of the global education professional development opportunity reported upon herein.

Professional development in Global Education:

A tradition of non-traditional professional development?

Global education has been somewhat of an enigma with regard to professional development. Emerging as a pedagogical field in the late 1960's, global education has taken on the persona of experimental, alternative curriculum throughout the course of its development. Much of the professional development in global education, at least that which has been documented in the literature, has been of an alternative variety. Merryfield (1997, 1998) has made substantial contributions to the extant scholarship about how teachers learn to engage global pedagogy. Her extended study of classroom practice illustrated how graduate students in teacher preparation expanded their worldviews from a course in global education. As teachers, they expanded curricular foci to include regions otherwise at the margins (i.e., Africa, Asia, and Latin America), used current events to illustrate social studies themes, and analyzed biases in themselves and curriculum materials. Merryfield's contributions to the existing professional development knowledge base is unique because it was conducted over an extended period of time and unpacks the complexity of globalizing curricula in a way that moves the discourse beyond the sloganeering that has characterized the field (Popkewitz, 1980).

Boston (1997), articulates the challenges associated with global education professional development. "As with all change processes, teachers require time to learn new content and strategies, experiment in their classrooms, reflect on the results, and adapt the content and processes to their students' needs" (p. 176). She argues that universities, working in collaboration with each other and local school districts, can provide the material and human resources needed for long term professional development in global education, if institutional and project goals are thoughtfully defined and articulated. Interactions with teachers interested in globalizing curricula over extended periods of time were also the focus of the Center for Human Interdependence (Tye & Tye, 1992, 1993). The Center established enduring partnerships with 11 schools in Southern California to promote globalizing curricula. Teachers were offered materials, workshops and sustained support for their efforts to promote global learning with students.

Community partnerships have also been a dimension of global education professional development efforts through other university programs. Tucker (1982) created the Global Awareness Program in Miami-Dade, Florida. This long-term partnership similarly provided curriculum support, resources such as speakers, and additional materials around themes of global education. The Columbus in the World Project, and the 50 or so like efforts in cities throughout the United States, brought together teachers, university faculty, students, and community members with global connections towards a common goal (Merryfield, 1997). Woyach and Remy (1982) described "Resources International" where they served as global education liaisons for materials and speakers with international experiences.

International efforts towards professional development in global education have also been engaged. Holden (2000) surveyed the shifting policy trends in the United Kingdom, originally promoting world studies in the 1980'sand later towards shunning the field in the "accountability era" that was the 1990's. Holden indicates that teachers are often hesitant to engage complex global issues as they lack knowledge and resources and calls for high quality in-service towards

this end. Hasan (2000) examines the implementation of a professional development program in Jordan called the Global Education Project (GEP). GEP was intended to involve a "strong relatedness to the (existing) school curriculum" while promoting global concepts in teaching (p. 99). The emphasis in this program, like much of the work in the field, has been geared towards orienting teachers to new content areas and pedagogical styles with which they may otherwise be unfamiliar.

Professional development in global education clearly presents a non-traditional strategy of teacher and school change. Despite the unique tendency for global education professional development that is alternative, what is documented represents only a fraction of in-service related that could be reasonably associated with global education. Global education is a relatively small curriculum field, and as such, it would be unwise to generalize about the quality of professional development from what appears to be a curricular anomaly in the tradition of episodic workshops.

Background of the Study

Two critical elements of the mission of the University of Central Florida are "to provide international focus to our curricula and research programs" and to provide exemplary service to the greater metropolitan Orlando community. As a new social studies faculty member in the College of Education, I began to wonder about what contribution could be made to these larger purposes. Through conversations with local and state social studies teachers, administrators, and university faculty members, two recurrent themes emerged: (1) the need for professional development opportunities specific to social studies, and (2) the lack of preparation for engaging global education among pre-service educators. I was given seed-grant funding from the university to support a professional development program in global education and a research study to examine how teachers use professional development opportunities in social studies classrooms.

The professional development activity, hereafter referred to as the World Teaching Institute (WTI), was designed to bring in-service and pre-service teachers from the central Florida region together to dialogue about global pedagogy. A concerted effort was made in the design of the program to avoid obeying the ill-founded traditions of in-service previously outlined. Specifically, professional development scholarship has identified the episodic nature of in-service opportunities (Goldenberg & Gallimore, 1991; Placier & Hamilton, 1994), a lack of recognition of the school culture and contexts within which teachers operate (Boote, Wideen, Mayer-Smith & Moon, 1999), a failure to promote reflective, continued dialogue about the in-service (Kagan, 1992; Richardson, 1996), failure to recognize the importance of teacher thinking and self-learning (Richardson, 1994), and a lack of content specific in-service (Basista et al., 2001; McCutchen & Berninger, 1999). In the words of Cuban (1990), "listening" to the extant scholarship informed and directed the development of the WTI.

In order to minimize costs, I invited "local talent" (university faculty, classroom teachers, and non-profit organizations) to a one-week seminar with a variety of topics that roughly correlated with state curriculum standards in world history, geography, and world cultures. I purposely sought to avoid the "talking heads" syndrome that often characterizes professional development meetings by limiting formal presentations to under 45 minutes. Presenters were also asked to engage the group in conversation about the content area presented. Teachers were provided with an eclectic group of presenters, including an African historian from Nigeria, a veteran secondary teacher with expertise in Incan spirituality, and a non-governmental representative from an alternative energy think-tank.

A substantial portion of the teacher conversations was dedicated to pedagogical questions (e.g., How might students relate to this content? How do I implement this within my existing coursework?). Participants were given examples of simulations and other experiential learning activities that could be adapted to their classroom settings. Teachers presented exemplary lesson

ideas, conversed informally about the challenges they faced in the classrooms, and offered materials and resources to their peers. Food was provided throughout the institute and a special wine tasting opportunity enhanced the personal interactions of participants.

In the time following the WTI, teachers were provided with a variety of means of extending upon the dialogue about global pedagogy. An on-line chat room was provided (www.reach.ucf.edu/~wti) to encourage interactions after the institute, monthly follow-up meetings were arranged, and personal contact information was shared to encourage interaction and collegiality. Teachers were encouraged to bring ideas back to the group about what they had used from the professional development activity. Classroom support was provided to individual teachers based on their perceived needs. Participants were invited, but not required, to engage in follow-up activities. Data was collected at each stage of the professional development experience to document the phenomenological perspectives of the participants as they emerged over time.

Methodology

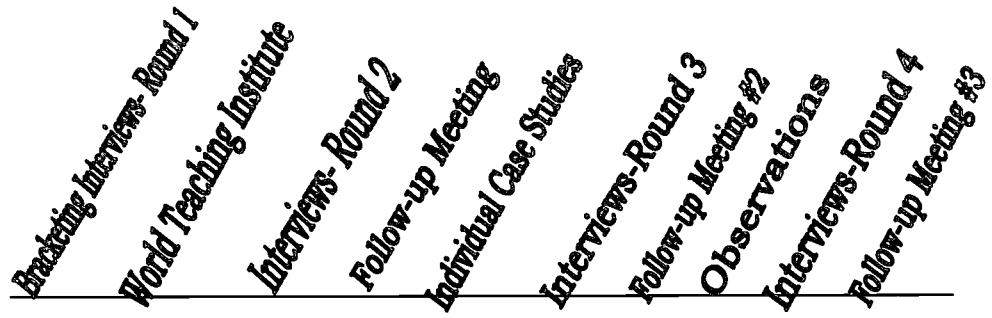
A phenomenological approach, or one that "describes the meaning of the lived experiences for several individuals about a concept or the phenomenon" was employed (Creswell, 1998, p. 51). This approach assumes that there is an essence to the phenomenon being studied (i.e., global education professional development) that can be identified and articulated by the participants through sustained reflection.

Data Collection and Sources

Participants engaged in bracketing interviews prior to the WTI. Bracketing interviews were designed to ascertain the current practice and perceptions of teachers about professional development and global pedagogy. Immediately following the institute, participants were again interviewed about how they intended to implement their learning, their evaluation of the professional development opportunity, and changes they would suggest for future activities. Participants were interviewed at

the beginning of the following school year, observed teaching a lesson that they derived from the WTI, and interviewed a month thereafter.

Table 1.1
Data Collection Timeline



Six participants were directly engaged in the study, although all participants in the World Teaching Institute (11) permitted us to use their work samples and on-line dialogues as part of the data reporting. Primary participants (n=6) were a varied group, with three first year teachers, two pre-service teachers preparing for internship, and one teacher educator in elementary social studies. Interviews, group meetings, observations, and teacher written reflections allowed the "essential, invariant structure" of the phenomenon as perceived by the participants to emerge (p. 52).

Data Analysis

Data was open coded after each transcription independently by a graduate research assistant and myself. We compared data categories and developed a consensus about our open coding. We then speculated about possible relationships among the data categories, developing *in situ* hypotheses through a constant comparative method of analysis (Creswell, 1998). These hypotheses became the source of questions for later interviews. During the summer months, we independently created case studies of each individual that collapsed the data collected up to that

point in the study. This internal analysis strategy allowed us to formulate composite portraits of each individual to clarify what we knew about the perspective of the person and the gaps in our understanding that remained. All participants were provided with copies of the research report and asked to provide feedback as to the extent to which the summary accurately and comprehensively represented their understanding of the professional development opportunity.

Professional Development-

Previous Experiences

When I first met with Jerry[2] for a bracketing interview, I asked him to share his perceptions of teacher in-service, to which he replied sarcastically, "Oh, you mean teacher detention?" Teachers did not have a favorable view of previous in-service experiences for a variety of reasons. Jerry, a new, part-time world history teacher, felt that the weekly meetings, called in-service by his school district, were coercive and of little utility. "Some of them are really good, and some of them are boring." Jerry said that the "really good" in-services were those related to specific skills that could be used with students or "how for us to be better teachers, how to prepare for the FCAT (Florida Comprehensive Assessment Test) in each class." In-service, as understood by Jerry, was supposed to be an opportunity to learn about teaching and apply those understandings with his students.

Aron, a teacher educator with six years of experience in elementary education, had a more nuanced view of professional development. Aron saw district mandates as another example of bureaucracy but also saw potential value in those in-service opportunities. "The district was basically interested in accountability, 'we're going to come in and teach you how to pass this test or deal with this disruptive student' and they would come back and check on your numbers later. A lot of the in-services that I went to through the district were a one shot deal, or 'district in-service day' but you wouldn't get familiar enough to implement the ideas." Aron contrasted these

[2] All names used herein are pseudonyms to protect the anonymity of participants.

less beneficial experiences with a professional development peer-coaching activity with which he was involved. He noted how they emphasized peer coaching and teaching life skills, and how the friendly demeanor of the leaders enhanced the process.

Joanne, a first year high school social studies teacher lamented district in-services. "I can honestly say I do not like the Wednesday in-service meetings because they seem silly. I don't feel like I get much out of it as it is not related to my teaching." Joanne had attended a History Alive! workshop over the summer and found this activity, in contrast, to be very helpful, providing her with teaching materials and lesson ideas to implement in teaching world history. Professional development for Joanne, similar to Jerry and Aron, was best when it was practical and applicable to her teaching situation. As Joanne exhorted, "Give me something I can do so that students understand!"

Felicia, also a new middle school teacher, had a different view of the weekly district in-service. She described learning teaching strategies that can be used in a variety of situations, such as the KWL technique for organizing what students know, want to know, and have learned about a topic. Felicia understood that her enjoyment of the weekly district in-service set her apart from her peers, reflecting, "I try to look at everything from a positive perspective, to pull something positive out of it." Short of a ringing endorsement, she indicated that district in-service did provide some useful ideas to improve her teaching.

In contrast to the teachers in the study, Larry and Joshua were pre-service teachers who lacked experience with professional development. Larry talked about "striving to be the best teacher" he could be in his undergraduate preparation. Joshua, an older undergraduate student who faced some difficult personal struggles, had a maturity that belied his relatively young age and an openness to engage new ideas. Joshua reflected briefly on a professional development class that he took in conjunction with a previous service-sector job. "Training work...we took over stores in bad condition and tried to fix them for the new manager." Joshua's use of terms

like "training" and "fix" illustrates an interesting parallel between teachers' and pre-service teachers' experience with professional development. Conceptualizations of in-service, among the pre-service and current teachers, implied that the work process needed "fixing" and that in-service was not educative, but training-oriented.

The World Teaching Institute Experience

Teachers generally viewed this in-service as a unique experience within their existing construct of professional development. Participants were clearly aware of the long-term commitment associated with the WTI, making the experience somewhat of an anomaly. As the institute took place over spring break, participants gave up their vacation week for professional development, clearly an indication of their exemplary dedication. A variety of factors contributed to the uniqueness of the experience, including:

- emphasis on social studies/global content areas
- duration of a week (32 hours)
- invitation to participate in follow up activities
- emphasis upon a variety of knowledge bases (content, pedagogy, pedagogical-content & self)
- opportunity to engage in substantive dialogue with content "experts"
- prospect of contributing to on-line dialogues
- encouragement to present exemplary global education ideas to peers
- chance to have an outside observer offer feedback on lessons

Participants were overwhelmingly positive about the in-service in comparison to their previous professional development activities. The following comments were excerpted from the WTI program evaluation guide immediately following the in-service:

How useful was the workshop?

11 of 11	Most useful
0	Useful
0	Somewhat useful
0	Not useful at all
0	Unsure

Please rate the overall quality of the workshop?

11 of 11	Clear and enjoyable
0	Clear
0	Endurable
0	Irritating
0	I wish I had stayed home

The following are some of the comments offered by participants:

- Great group dynamics and leadership
- Everything was great! I learned more than I thought possible. The presenters were super and the pacing was excellent. Please do this annually.
- The wine tasting was good, but not the most exciting activity.
- The excitement of the presenters and leader was contagious.
- The chairs were a little uncomfortable.
- Please, please, please do more things like this--it was an amazing learning experience.

I was both pleased and concerned by the unanimity of the responses; pleased that our strenuous efforts were appreciated by participants and concerned that they were not being forthright about their perspective on the program. I recognized the dual relationship that I had developed with participants, as the coordinator of the WTI and the program evaluator for the grant. For this reason, I asked my graduate assistant, Peter Trakas, to handle all of the post-institute interviews to minimize any potential "halo effect" of participants evaluating the in-service positively for my benefit. We jointly analyzed the second and all subsequent rounds of data.

To organize the data presentation, I will use four knowledge constructs that were central to the experience and have currency in the professional development literature: content knowledge, pedagogical knowledge, pedagogical content-knowledge, and self-knowledge (Barak & Waks, 1997; Kagan, 1992; Rhine, 1998; Richardson, 1996; Shulman, 1987). The following

question will serve as the focus throughout these four sections of data analysis: To what extent did the WTI contribute to teacher understanding in this area?

Content Knowledge

Participants, particularly those currently teaching, appreciated the opportunity to work with content experts. Many who expressed interest in the program initially said that they were drawn to the opportunity because it was content-oriented. "I think it's so valuable to learn about certain areas of the world, like Africa and Asia. Dr. Edwards really knows what he's talking about with China." Joshua remarked on an extended conversation that he engaged with a Caribbean scholar from a nearby university. They had lunch together following a session and Joshua gained insights about how to present the colonial Spanish and Caribbean connections within Florida's history. Aron and Felicia reflected on Dr. Wallace's passionate summarization of African colonial history and the contemporary influences of this recent historical phenomenon. They especially enjoyed the fact that Dr. Wallace was from Nigeria and could provide personal anecdotes and illustrations of this overarching historical period.

Content knowledge was not limited to learning about cultural areas and historical phenomenon, but also centered upon conceptual notions. Aron referred to interdependence as illustrated by our discussion of foot and mouth disease, Jerry reflected on the tendency to view the United States as isolated from the rest of the world when its history is unmistakably global, and Felicia commented on a human tendency to think in stereotypical ways about "Others" in the context of global education. WTI participants generally enjoyed the range of topics addressed, but also hoped for additional time to inquire more deeply about content matters.

The WTI affected teacher content knowledge by piquing the curiosity of participants. Larry termed this dimension of content knowledge "catching a spark": "The WTI was good

because it gave us ideas and a place to begin. It's like a good salesman who gives you an idea and they make you want to take off and run with it. Sometimes you start running with it but you quickly lose momentum. But every now and then you keep going back to it and looking at it again, to spark it again." Larry explained that he used one of the activities from the WTI in his diversity reading circle at a local community college as an example of how the "spark" that he caught was transferred to others.

Felicia similarly reflected on the value of the in-service in terms of content knowledge: "It piqued my curiosity about world issues." Joshua detailed a strategy for keeping abreast of ideas and information raised in the WTI, keeping a notebook of ideas and articles related to larger themes and book-marking a variety of links on his web browser to sites related to the institute. Joanne remarked on the barriers to her continued learning, particularly as it relates to finding information from diverse sources. "Our news is biased toward the Western world, and I have not had time to explore beyond the scope of my world history book, some novels I have read, and watching the news. I have been glued to my TV more lately because of the September 11 terrorist attacks, though."

"Catching a spark" best illustrates the participants' various conceptions of content knowledge development during the in-service: limited exposure to new areas of knowledge, from people that inquire passionately in these areas, may pique one's curiosity for independent exploration. While teachers may find the content of an in-service interesting, time restraints in their normal preparation for school often disallows independent inquiry. Sparking curiosity is an important first step, but requires sustained attention that may not fit with an already overcrowded teaching schedule.

To a certain degree, the content knowledge aspect of the WTI appealed to the "traditional student" in each of the participants, rather than the constructivist teacher that many were hoping to be. Participants enjoyed being learners for a week. After one overextended content area talk

that did not fit my conception for the institute, I apologized and thanked them for tolerating a "talking head" as politely as they had. One participant responded that it was a nice change of pace for her, to simply listen to someone talk passionately (and at length) about an area of expertise. While I attempted to limit this format in the WTI, as it does not square with my constructivist assumptions about teaching and learning, I recognize the merit of her perspective and the potential benefits of such learning.

Pedagogical Knowledge

Teacher talk figured prominently in the schedule. The focus of these conversations was to examine how global education can be meaningfully developed with secondary students. Early in the week, I modeled some simulations that drew upon larger themes in the institute (e.g., interdependence and negotiation). Towards the end of the week, participants organized the teacher talk through their own dialogue. They modeled effective lesson plans for each other, talked about the problems associated with global pedagogy, and examined the implications of various methodologies.

An important pedagogical premise, explicitly articulated and foundational to the WTI, was that constructivist pedagogy, though not easily pursued in the contemporary policy environment, is a desirable framework for global pedagogy (Pike & Selby, 2000). Teachers, pre-service and new, talked about their desire to teach in a manner that allows students to socially construct personal meanings about global issues. They left the institute feeling energized and challenged to implement some new ideas given the larger contextual constraints of their school cultures.

Jerry talked animatedly in the months that followed the in-service about how his pedagogical style "completely changed" as a result of this experience. Jerry described his teaching as traditional prior to the WTI, characterized by teacher lectures, didactic recitations, and fact-focused evaluations. "As a result of the Institute, I have much more inclusion of activities

and a lot, lot less lecture. I've almost completely changed my teaching style with a lot more discussion to get the students involved. Today I did an activity about freedom to understand the French revolution." Jerry invited me to his class recently for an interdisciplinary lesson that he created with a vocational teacher about the types and uses of concrete and block during the Roman Empire. Students were engaged in a study of the masonry work along with mixing concrete and mortar.

Other participants' pedagogy changed less dramatically, if at all, as a result of the in-service. Aron came into the WTI with a constructivist style of pedagogy that he frequently described as "emerging organically" from his students. He did not report changes in his pedagogical outlook as a result of the WTI, but rather an energized redirection of his efforts towards promoting student inquiry. He created an action plan to address aspects of citizenship education in global education. He wrote, "I am hoping to have empowered the students with the knowledge and skills to be motivated to want to do their own reflective inquiry on topics related to global education." The WTI for Aron, in contrast to Jerry, offered an enhancement of an existing pedagogical orientation rather than a complete revision.

The development of pedagogical knowledge was particularly challenging for pre-service teachers, such as Joshua and Larry. As Joshua explained, "I'm not sitting in a classroom yet and haven't asked myself, 'Ok, here's what I need to teach today.' I think a lot of that stuff just comes out when you start teaching. It's like when I write a paper...all of a sudden as I'm writing ideas and experiences start coming." Larry explained, "So many ideas popped into my head as to things I could use inside the classroom, but I have no idea about teaching global issues in education. There wasn't enough time to just sit down and talk about how we can deal with this content in the classroom." The hesitancy of the pre-service teachers with respect to pedagogical knowledge was evident throughout the follow up meetings, observations, and interviews, though not as pronounced as during the in-service.

Pedagogically, teachers in preparation seemed to benefit, however, from the insights of their peers. "I enjoyed listening to people talking about different experiences at different schools and hearing different ideas about how it's harder or easier to get your lesson across or to utilize the time or to carry through the students' attention from class to class." Mary, a participant who was not able to engage in the study directly, commented in the on-line discussion: "As a grad student preparing for a teaching career, I found that I learned so much from interacting with all the other teachers." Mary was especially interested in learning about practical aspects of the field and relied upon the on-line discussion to provide classroom insights.

Pedagogical content-knowledge

Pedagogical content-knowledge is akin to Dewey's notion of psychologizing, or where the teacher "is concerned not with the subject-matter as such, but with the subject-mater as a related factor in a total and growing experience. Thus, to see it is to psychologize it...turned over, translated into the immediate and individual experiences within which it has its origin and significance" (Dewey, 1990, 200-201). Shulman (1987) defines pedagogical-content knowledge as a blend of "general teaching principles" along with content-specific ways of teaching and learning (p. 11). He suggests what is needed is "being able to comprehend subject matter for themselves, to becoming able to elucidate subject matter in new ways, reorganize and partition it, clothe it in activities and emotions...so that it can be grasped by students." (p. 13) Levstik & Barton (2000) present an exemplary illustration of the integrated nature of pedagogical content-knowledge with respect to teaching history.

Teachers tend to view knowledge of pedagogy and content as separate, even unrelated entitites. The WTI may have exacerbated this phenomenon somewhat as outside speakers provided content expertise and the group generated pedagogical applications. My hope was that participants would gain content and pedagogical knowledge from our work, though I struggled with how to engage ideas in a way that encouraged participants to examine two other, often

neglected domains: pedagogical content-knowledge (Shulman, 1987) and self-knowledge (Kagan, 1992; Rhine, 1998).

Participants commented positively on the integration of content and pedagogical knowledge. Larry offered this insight: "The Institute was extremely effective. Not only did you get the information you need to teach global education, but you got ideas about how to implement this content area in the classroom. And the teaching ideas were offered in such a way that you could take what you want rather than being made to do one particular thing." Joanne shared her perspective that ideas were not offered "ready-made" in the WTI, but open to adaptation and contextually-specific integration: "It was very effective...there's a lot of good ideas in there, it's just a matter of figuring out where you are going to implement them and include in your curriculum." Jerry remarked on the variety of ideas he gained: "Joanne was talking about how she uses art to teach about Islam and I'm trying to do that now in teaching about the US."

What specific problems did participants encounter with respect to global pedagogy? Three issues arose related to pedagogical-content knowledge that are domain specific: stereotyping, controversial issues, and activism. Felicia reflected on how the concept of stereotyping, as presented in the WTI, shaped her later teaching. "We did the activity about how Africans stereotype Westerners, and vice versa, the point was, being careful about using stereotypes or generalizations. I used that in one of my classes studying the Middle East showing them to be very careful about generalizations. I'm starting to be more conscience of it in my own teaching." The tendency to stereotype people according to ethnic, national, religious, or other characteristics is conceptual content specific, if not unique, to global education. Felicia blended her pedagogical understanding of engaging students through classroom activity and discussion with the content knowledge related to the Middle East/Southwest Asia.

Teaching about controversy was another area of pedagogical-content knowledge addressed throughout the WTI. Participants shared examples of what their students found most

controversial in global studies, including topics like religion, family styles, and rites of passage. Janice indicated, "I think it is important to make what takes place in the classroom relevant to students. Students are interested and have very definite opinions about controversial subjects. The controversies bring students into the topic, answering the question of why we are studying this topic. It matters to the students." Joanne expressed some reservations, however, about her ability to psychologize global issues with students when they lack prerequisite knowledge: "Because my students have no world knowledge, they look at me like they have no clue when I ask them to 'think'. I have had to resort to using methods on thinking skills because controversial require higher order thinking and it's just not there."

Larry, not yet confronted with the classroom realities that Joanne faces, particularly enjoyed psychologizing controversial topics. "I believe it is human nature to compare oneself and your experiences when dealing with controversial global issues. I have difficulty trying to be analytical and non-biased. Imagine how it must be for our students. Controversial issues really open the door to infinite opportunities in education." Janice, Joanne, and Larry all examined the central nature of controversial issues in global education in a manner that makes explicit the needs, interests, and learning dispositions of students (Shukar, 1993). Rather than engaging a formula of how to teach controversy, however, they were problematizing their own diverse experiences and trying out workable answers to their unique pedagogical-content problems.

Activism, though not a prominent theme during the in-service, took on significance for Aron and Joshua following the WTI. Aron talked about the importance of placing global discourse at the center of civic conversations with his students. While Aron emphasized the need for promoting social activism with his pre-service elementary teachers, he feared that prior to the WTI he had been urging students to "think locally and act locally, rather than think globally and act locally." Aron developed an action plan to have his elementary pre-service teachers engaged in a local-global social action in the following academic year.

Joshua, with significant time spent in Zimbabwe with a non-governmental relief organization, also reflected on the potential of making teacher activism in the field an element of professional development. Joshua suggested that the goals of the WTI, particularly those related to helping teachers develop their pedagogical-content knowledge, might be best achieved "on location" somewhere in the global village beyond the normal surroundings. "If teachers were in Africa and they had to decide how they're going to teach about the world when all they have is a class seated around a tree and nothing else, it would help them to be appreciative and resourceful." Joshua, due in large part to his own activist background, envisioned a professional development opportunity that was less "academic", providing teachers with an opportunity to experience the global dimensions of pedagogical problems. Joshua and Aron both focused thoughts about pedagogical-content knowledge on the assisting fellow teachers, intimating that a change in global mindedness would only occur through experiences with social action.

Self-knowledge

Self-knowledge, the fourth domain of professional development efforts, is perhaps even more challenging than pedagogical content-knowledge, as the supposed divide between professional and personal selves is wide in teacher preparation and development. During the bracketing interviews prior to the WTI, I asked participants to engage in a thorough recounting of their lives, with particular emphasis on their own learning. I wanted them to think carefully about themselves prior to the WTI so they could share relevant life experiences related to global pedagogy. I also wanted to signal to them in advance that personal narratives, traditionally viewed as superfluous to professional development, would indeed be an important part of our conversations. If teachers began to "tell their stories" in the WTI, I theorized that they would begin to interrogate their own experiences and perspectives in coming to understand and teach about the world.

The emphasis on knowledge of self manifested itself in an unexpected manner throughout the WTI. Relationships among participants, through their formal and informal interactions, took on a prominent role throughout our week together and during the sessions that followed. Aron may have served as a catalyst for this interaction, as this is a critical aspect of his pedagogical philosophy and background as an elementary school teacher turned teacher educator. "I truly believe that relationships are important in teaching. Some of the more memorable teachers I had strived to have a relationship with the students, really knowing and appreciating their students. I embrace that...I think that's the answer."

While Aron was the only participant to comment upon the importance of relationships in learning prior to the WTI, all participants commented upon the in-service's relational characteristics in subsequent interviews. Participants spent their days together and had an opportunity to get to know each other more deeply. Felicia offered, "Most in-services just have a video or lecture and then ask questions and nothing happens. The WTI was more connected, just feeling like a central community within our group." Larry remarked, "It seemed that it was becoming a tight knit group because of the casual atmosphere. Everyone seemed to connect real well and it was easy to talk to people about what was going on in their lives." Aron, already attune to the need for relationships in teaching, commented on the relational aspects of the WTI experience: "We started out by introducing everyone and the group was important. It was important that we had a relationship. I enjoyed getting to know each other and finding out what we liked about each other, what we shared."

Many of the presenters responded to me after the conference that the group was quite cohesive and a pleasure to work with as such. Following the WTI, I began to wonder why the emphasis on self-knowledge manifested itself in the relational cohesion of the group. Aron seemed to play an important part in this relationship building, both formally and informally throughout the in-service. As a university instructor, he was somewhat unique within the group

and was able to exert considerable leadership. Aron gave a presentation about creating a relational world in one's classroom where he articulated some of his ideas about the importance of relationship in learning. This presentation, combined with the bracketing interviews that focused on the life stories of participants as well as the considerable time spent informally interacting, provide some evidence as to why the WTI was relationally focused.

Despite this emphasis, none of the teachers, save Aron, commented or showed evidence of attempting to implement a relational learning environment in their own classrooms after the WTI. Additionally, teachers did not comment on efforts to engage their own students' narratives in teaching after the WTI. They clearly identified the relational learning environment of the WTI and enjoyed participating in this setting. They did not report, however, changing their pedagogy to involve more of the personal narratives of their students, nor fostering classroom relationships after the WTI.

Data Summary and Analysis

Individual Experiences and New Perspectives

How did the outlook of the participants change as a result of the WTI experience? The data clearly suggest that the experiences of participants in the WTI were highly individualized. This section serves as a data summary for each participant, illustrating their perspectives on professional development and global education prior to and in the months that followed this professional development opportunity. Table 1.2-Participant Perspectives, briefly summarizes the individual perspectives of each participant before and after the WTI.

Analysis

Changes in teacher perspectives with regard to content, pedagogy, pedagogical-content, and self knowledge bases varied considerably. Larry and Aron reported the most significant gains in content knowledge, as neither participant came into the institute with a strong global background and both reported a higher degree of interest and awareness of global issues as a

Table 1.2
Participant Perspectives

	Perspective before WTI	Perspective Change after WTI
Aron teacher educator	➢ Teach through caring relations ➢ PD as accountability measure ➢ Valuable PD in peer coaching ➢ Lack of global education background	➢ Incorporate local/global activism in civic education ➢ Promote student inquiry related to global education
Felicia first-year special skills teacher	➢ Teaching as activity-oriented ➢ Looks for positives in PD experiences ➢ Frequent international travel	➢ Piqued interest in global learning ➢ Moved to incorporate global knowledge into skills-oriented preparation class
Jerry first-year high school social studies teacher	➢ Teaching as didactic instruction ➢ PD as 'teacher detention' ➢ Lack of global education background	➢ 'Complete pedagogical change' towards student-centered learning ➢ Integration of more activities, manipulatives, and discussions in pedagogy
Joanne first-year high school social studies teacher	➢ Want to share enthusiasm for history ➢ PD as waste of time with one exception ➢ History academic background ➢ Athletic history ➢ Lack of global background (i.e., 'Eurocentered')	➢ Recognize the need for multiplicity of views in teaching ➢ Gained some ideas for classroom implementation ➢ Created a Model UN project for her class
Joshua pre-service teacher	➢ Lack of pedagogical knowledge ➢ No educational PD experience ➢ Anthropology and African background made him feel more connected to presentations ➢ Extended international relief experience ➢ Heightened sense of global connections and responsibility	➢ Heightened awareness of pedagogical challenges and complexities ➢ Helped to refocus his interests on global understanding ➢ Developed strategy of notebook and bookmarking to keep current information
Larry pre-service teacher	➢ Lack of pedagogical knowledge ➢ No educational PD experience ➢ Lack of global education background ➢ Feeling anxiety about world teaching ➢ Genuine interest in pedagogical knowledge	➢ "Catching a spark" for global inquiry ➢ Reduced anxiety/greater confidence to engage global education as a teacher ➢ Pursuit of a Masters degree with global education as a focus

Note:
PD= professional development/in-service

result of the WTI. Jerry and Joshua gained most notably with regard to pedagogical knowledge, as Jerry reported a "complete" change and Joshua had a heightened awareness of the complexities and difficulties associated with teaching. Joanne benefited most directly from the pedagogical-content knowledge, as she implemented a Model United Nations project and attempted to introduce content-specific teaching modalities in her work (i.e., simulation and current events analysis). As she had already been exposed to constructivist theory in previous professional development opportunities, she envisioned her challenge as integrating content knowledge specific to global education in a constructivist manner. Felicia changed school districts and teaching assignments in school year after the WTI and seemed the most unaffected by the professional development opportunity in all knowledge areas.

Why did the participants change in the manner previously described? Changes were individualized according to a variety of factors. Joanne and Jerry, both first-year teachers, had quite different experiences in the months that followed the WTI. Joanne was searching for ideas to implement that were content-specific while Jerry was mired in a didactic pedagogical style that did not provide him much intellectual stimulation. Joanne and Jerry, as such, had quite different agendas for the WTI. Joanne sought an answer to a daunting pedagogical question: How can I make this content meaningful to my students?, which suggests she was focused on enhancing an existing pedagogical stance rather than searching for one. Jerry was focused on an important, though a *priori* question: How can I teach in a manner that engages and stimulates my students?

Joshua and Larry offer important contrasts despite their apparent similarity. Joshua thrived in the WTI environment because of his previous academic and real life experiences, while Larry was somewhat intimidated by the global focus. Both pre-service teachers, at identical points in their preparation, changed differently from the WTI. Larry had "caught a spark" about global learning while Joshua began to focus on pedagogical complexity. Joshua, about to engage in his first teaching internship, was confronting the prospect of transferring his extensive content

experience and knowledge into an adolescent classroom. Larry had a measure of confidence about pedagogy, having already completed his first internship, but had real apprehensions about his content background in global studies.

Felicia and Aron offer an additional contrast that is noteworthy. Felicia was not a social studies teacher during the WTI and later changed counties and assignments. Of the participants, she was the least committed to incorporating a global perspective, as she viewed this endeavor as a content area that was beyond her scope as a teacher. Felicia, due to the lack of connection to the aims of the professional development opportunity from the outset, faded away from the group by not participating in follow up sessions. Aron, in contrast, saw the WTI as directly related to his work with elementary teachers and made extensive plans about how he would change his pedagogy as a result. The contrast of Felicia and Aron suggests that professional development is most beneficial when directly connected to the professional work of the participant.

Grounding the findings

To what degree do the findings in this study correlate with previous scholarship related to professional development? The purpose of this penultimate section is to briefly capture the findings of this inquiry and fit those within the larger body of research in this critical field. Howey and Vaughan (1983) summarized professional development research in this manner nearly two decades ago: "There are exemplary practices and there is considerable wasteland" (p. 97). Griffin (1983) suggests that there is some predictability emerging as to what forms of staff development will be considered "exemplary" and "wasteland": the former including ideas that have "real world" connections, are empirically developed, emphasize teacher problem-solving, and focus upon the people in the process.

Surprisingly little has changed in the time of Griffin's (1983) summary. Porter et al. (2000) identified the following key elements to effective professional development: reform-oriented, lengthy, collective participation of school community members, content focus, active

learning, and coherence with teacher goals. The three-year longitudinal study reported upon findings related to the Eisenhower Professional Development Program that is implemented throughout the United States. The WTI professional development program was content-focused, promoted active learning, and generally cohered with teachers' goals. The WTI was of moderate length and engaged participants in follow up meetings and on-line dialogues. The WTI, however, was not part of a larger reform agenda and did not invite participation from all educational stakeholders (i.e., administrators, support staff, district personnel).

Findings

#1 The quality and degree of change experienced by individuals in the WTI was highly individualized, based on academic background, previous experiences, and context for eventual implementation.

Participants had significantly different experiences within and following the same professional development experience. Academic background, previous experiences, and the context for implementation were the factors that directly contributed to the uniqueness of each participants' experience. Kagan (1992) asserts in his review of the professional development literature that prior beliefs of the teacher served as important filter in the way the in-service was received and implemented, much like the results of this study. Richardson's (1996) review of research in the field suggests that "studies indicated that some students change and others do not, or that they change in different ways" as a result of in-service involvement (p. 111). McChutchen & Berninger (1999), studying literacy in-service, found that "some teachers were more successful than others in initially transforming our suggestions into effective instruction."

Porter et al. (2000) also identified the individuality phenomenon with regard to professional development.

#2 Participants gained interest and a measure of confidence in knowledge bases, particularly knowledge areas self-identified as deficient prior to the workshop.

The WTI explicitly addressed four areas of knowledge: content, pedagogical, pedagogical-content, and self. Participants reported in the months that followed the workshop that they were more interested in a knowledge field that had little saliency prior to the WTI. Participants did not experience epiphanies of understanding in any knowledge area, but rather an emergent interest coupled with a modicum of confidence about dialoguing in that area. Basista et al. (2001) found that science and mathematics teachers who engaged in a pedagogically-oriented in-service were more confident about engaging cooperative learning, open-ended inquiry, and teaching in heterogeneous groups as a result of a sustained professional development workshop (p. 618). Cope & Inglis (1992) found that teachers' had a strongly positive reaction to in-service that was theoretically stimulating, though not necessarily "practicable" as it contributed to teachers' confidence about teaching (p. 305). Grant, Peterson, and Shojgreen-Downer (1996) found that teachers fitted reform within the realm of what they know and understand about their subject matter (p. 257).

Each of these studies suggests that teachers gain a measure of confidence and interest in various knowledge bases as a result of professional development. Duration seems to be an important element in the study reported upon herein and the inquiries referenced above. Unlike the episodic workshops that have characterized professional development as a field, the finding of confidence and interest in knowledge areas occurred within a setting that provided significant time for reflection.

#3-Participants were challenged by the vastness and complexity of knowledge arenas.

Aron articulated this point when asked to self-evaluate his global knowledge acquisition, stating, "the more you know, the more you realize you don't know." Participants tended to view the WTI as opening areas of inquiry about critical knowledge bases in global education. Each articulated feeling challenged by the complexity of the various dimensions at work in the classroom: knowledge of content, understanding teaching and learning practices, configuring

pedagogy to fit a particular content-field, and understanding oneself and student selves through the transacting of curriculum. For some, such as Jerry and Joshua, these knowledge complexities were new and daunting challenges. For others, like Aron and Joanne, they were opportunities to revisit their working conclusions and consider redirecting their practice.

Shulman (1987) depicts the growth of teacher knowledge as slow, stumbling, and high-profile (p. 4). He suggests that the skills of the master appear haltingly in new members and effortlessly in master pedagogues. As most of the participants in this study were novices, their feeling of perplexity with the complexity of the knowledge bases is not surprising. Teachers were growing into themselves, aided in part by the WTI experience. Barak & Waks (1997) argued from their work with Israeli teachers that the affects of professional development cannot be adequately understood until at least two years after the activity. Boston (1997) and Merryfield (1998) reached similar conclusions in their professional development work related to global education.

This study also suggests that teachers can take on the project of constructing themselves within these knowledge arenas, when given the opportunity to engage in sustained reflection. Rhine (1998) compared teachers in two different types of professional development activities: one focused on developing classroom specific activities while a second focused on understanding student thought processes. Those that focused on student thought processes were found to be more effective in problem-solving for themselves. Teachers operating within this framework see themselves less as consumers and purveyors of knowledge and more as constructors of understanding. Along with this identity shift, however, comes the complexity and challenge that each knowledge base presents.

#4- Participants gained an expanded notion of their identity as "educator" from the in-service.

Participants did not generally enjoy or see the merit of professional development opportunities prior to the WTI, with a few exceptions. In-service was seen to be coercive,

mundane, content-lacking, and irrelevant to their teaching situation. The WTI, through an explicit focus upon four discrete knowledge bases central to pedagogy, encouraged participants to examine what it means to be an "educator". While there was a measure of consternation from some participants who wanted to know "what to do" in the classroom, participants generally enjoyed the extended inquiry that resulted from participation. Moreover, they were challenged to reconsider their assumptions about what makes an effective teacher and how knowledge construction figures into that equation.

Anders and Richardson (1994) similarly found that teachers enjoyed but were challenged by the role of constructing knowledge. "The teachers really enjoyed the discussion. They commented on what an unusual event it was to consider their instruction in such a reflective and professional way...listening to each teacher's critical analysis of what she was doing on the videotape" (p. 16). They also found the dual identity, of teacher and researcher, were at times conflicting. Knapp (1987) asserted that when teachers are engaged in thorough reflection of their pedagogical practice in all of its complexity, a few, peripheral changes were implemented. More importantly, however, was the long-term change that resulted from their focus on the nature of content and pedagogical knowledge. Grant, Peterson, and Shojgreen-Downer (1996) suggested that mathematics teachers with whom they worked showed that years after the in-service on manipulatives, some of the teachers were theorizing about the manner in which students come to understand mathematical concepts.

Conclusions

Professional development opportunities, such as in-service workshops, are often engaged in a manner that is ineffectual: directed at changing deficient teachers through a set of "best practices" that fail to recognize the intellectual capacity and implementation context of participants. Despite this inefficacy, professional development has taken on the characteristics of sanctified tradition. Despite a growing body of knowledge that suggests alternative approaches,

the anecdote at the outset of this paper continues to dominate professional development in the field. Teachers are "processed" into schools, their pedagogy is "fixed", and their knowledge is "instilled" by episodic professional development.

The in-service workshop reported upon herein illustrates an explicit attempt to address the weaknesses inherent in episodic in-service, by engaging in sustained reflection that situated teacher selves within their existing contexts and engaging practitioners in the complexity of four critical knowledge bases. As professional development participants enter an in-service with different experiences and backgrounds, they leave with unique directions and insights. Those who design and implement in-service education need to be acutely aware of the multidimensionality of the experience and make room for this diversity in their design.

Not all teachers enter with the same professional goals and expectations, and regardless of the focus of the workshop, each will receive and use it in variant ways. Professional development leaders can encourage sustained dialogue about the workshop experience, and should, as it seems that much of the learning occurs in the meaning-making that develops after the experience. Creating a means of sustained reflection, through face to face meetings, on-line dialogues, and on-site observations, allows participants to engage in sustained inquiry while allowing them to remain collegially connected with co-participants.

How do professional development experiences of teachers affect their students' learning? Very little can be said about this important issue on the basis of this study. Professional development research to date has focused almost entirely upon the teacher, with virtually no recognition of how teacher learning affects student learning (McCutchen & Berninger, 1999; Richardson, 1996). Implicit in much professional development scholarship is the assumption that improving teacher thinking will translate into greater student understanding. The current study sheds little light on this important potential interaction, one that deserves the attention of future scholarship.

The approach undertaken in the WTI, where there is "something for everyone" in terms of the variety of knowledge bases engaged, may have certain advantages and disadvantages. Participants are exposed to a variety of ways to understand the complexity of the classroom although the depth thatany of these knowledge areas can be pursued in a workshop format is inherently limited. Professional development designers need to make choices about how they will spend their most precious resource, time. I chose to approach four knowledge domains broadly in my hope that it would enhance interest and future learning for participants. The choice, however, prevented participants from a more detailed analysis of one knowledge dimension, such as pedagogy.

"Sparking" an interest among teachers about knowledge domains is important if one believes that teaching is necessarily intellectual work. Opportunities, such as the one described, provide teachers with an initial foray into knowledge fields. Even workshops that are conceptually broad, content-oriented, and engaged in a sustained manner cannot be viewed as an end product. The notion of development, as it applies to this field, is that of a continual task of teacher coming to understand their life work through reflection, study, and dialogue. Ultimately, professional development is a task for teachers, finding sparks and starts along their journey to support their growth and learning. The community of schools, and those elements of society aimed at promoting their development, have an equally important role to play in supporting the vital work of professional development.

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